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AUTHOR Knowles, Malcolm S.; Holton, Elwood F., III; Swanson, Richard A.

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ABSTRACT

This book examines the core principles of adult learning and the roots of andragogy, advances in adult learning, and practice in adult learning. The following are among the topics discussed in the book's 17 chapters: importance of learning theory; theories of learning (concept of part and whole models of development, theories based on elemental and holistic models); andragogy as a theory of adult learning (contributions from the social sciences and adult education); theories of teaching (concepts derived from learning theories about animals, children, and adults); adult learning within human resource development (HRD); new perspectives on andragogy (learners' need to know, self-directed learning, readiness to learn, motivation to learn); beyond andragogy (individual differences in adult learners, learning to learn); andragogy in practice; whole-part-whole learning model; from teacher to facilitator of learning; making things happen by releasing the energy of others; some guidelines for the use of learning contracts; core competency diagnostic and planning guide (a self-diagnostic rating scale for adult educators/trainers); training delivery problems and solutions and the roles of novice and expert trainers; model for developing employee work effectiveness in new roles and environments; and linking learning and performance in HRD. Forty-one tables/figures are included. The book contains 612 references. (MN)

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